



A STUDY ON TEACHING EFFECTIVENESS OF SECONDARY SCHOOL TEACHERS OF TAWANG DISTRICT, ARUNACHAL PRADESH

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ABSTRACT

The study investigated the teaching effectiveness of secondary school teachers of Tawang district of Arunachal Pradesh. Descriptive cum survey method was used for the study. A sample of 200 (100 male and 100 female) secondary school teachers was randomly selected as respondents. Summated Rating Scale was used to collect relevant data on teaching effectiveness of secondary school teachers of Tawang district towards teaching profession. The data collected was analysed using mean scores, standard deviation and t-test. The findings of the study reveal that there is significant difference in the teaching effectiveness of male and female teachers in the secondary schools of Tawang district of Arunachal Pradesh. Further, the finding reveals that there is no significant difference in the teaching effectiveness of trained and un-trained male and trained and untrained female secondary school teachers of tawang district, arunachal Pradesh.

KEY WORDS: Teacher, teaching effectiveness, secondary school, trained teachers, untrained teachers.

INTRODUCTION:

Teachers are one of the most important and moral agents of educational institution of any society. They are the one who transmits the curriculum and educates the future generation. Their obligation goes beyond implementing and delivering the curriculum. They also have great responsibility in keeping an eye on the issues which may arise among the learners in the classroom and help them to solve and cope up with the problem effectively. In the classroom teachers are the centre of focus and on his teaching and conduct lays the quality of the student. It is the teacher who can make maximum impact on the development of learner's personality. An effective teacher always tries his best to cope up with the changing behaviour of learners and teaches in the manner the learners understand. In today's generation teacher's task is not only to deliver the knowledge but also develop moral conduct and value in learners. A teacher acts as a facilitator, friend and guardian to the students. Teaching profession has become one of the most important professions in today's generation that have lot of impact on society. Teachers play a vital role in nation building by developing a sense of responsible citizen in learners. Teaching profession is concerned with all round development of the child. A teacher is called an effective teacher if he/she is able to transect the curriculum effectively and efficiently by adopting various kinds of teaching methods, skills and technique which helps in the development of physical, mental, emotional, moral, cultural, social, aesthetic and spiritual aspect of learner. The key aim of a teacher in the educational process is to nurture and make the students learn how to live life meaningfully. For achieving this aim, the teacher has to undergo various activities such as preparing effective lesson plan, adopting suitable teaching method and skills, going through instructional material, providing guidance and counselling and also creating conducive classroom atmosphere. Teaching is not a simple task rather a complex set of attitudes, knowledge, intellect, skills, motivation and values. In an institution there may have excellent and sufficient material resources, good infrastructure, library facility, labs and curriculum best suited to the needs of the community but if the teacher who are appointed in such institution is not well qualified and unsatisfied then the whole programme is likely to be ineffective and wasted. He possesses a great responsibility in running and fulfilling the various aims and objectives of the institution and society. Secondary Education Commission- "Every teacher and educationist of experience knows that even the best curriculum and the most perfect syllabus remains dead unless quicken into life by the right method of teaching and the right kind of teachers". The quality of student depends upon the quality and effectiveness of teaching in the institution. A dedicated and profound teacher is one who can make his students understand and believe in what he is teaching is worth knowing and more important. Teaching effectiveness is important because effective teaching helps student learning. It has become even more important as the emphasis on quality in higher education has increased. Indian society can become peaceful and prosperous only when teachers are well equipped with moral, values, professional knowledge and technique and communication skills to convince the students through their effective and efficient teaching.

Every society opts for qualified and effective teacher for their wards who can nurture and bring qualitative behaviour change in them (child) with efficient skills for future survival and positive personality development. Society urged for teacher who is well equipped with knowledge of qualities such as personal, academic, profession and pedagogical skills. Teaching is a profession of a dedicated, sincere and disciplined person with a positive attitude towards the chosen subject, student and among all love for what he do and enjoys his profession. An effi-

cient and effective teacher always tries to utilise all the resources for effective teaching to make his lesson attractive, interesting meaningful to his students. Quality education for all is the cherished dream of every society. The realisation of the dream of society to a great extent depends upon the quality of teachers appointed in the educational institutions. Quality of teachers in turn, depends on the general and professional training received by the teacher before entering the actual teaching profession and extent of love and dedication towards their chosen field. We can state with a beautiful quote "To be a good teacher, you have to have heart for kids, integrity to push for excellence and a lot of creativity. And it takes stamina like you would not believe" The need for lifelong education and training is now universally acknowledged in all walks of life, but it is doubly relevant to teaching. Effective pre-service professional preparation and in-service training cumulatively lead to professional commitment and bringing excellence in teaching profession. As well said by R.N Tagore, "A teacher can never truly teach unless he is still learning himself, A lamp can never light another lamp unless it continues to burn its own flame. The teacher who has come to the end of his subject, who has no living traffic with his knowledge, but merely repeats his lessons to his students, can only load their minds". Therefore, he/she should be given proper professional training so that they can effectively carry out the various activities. Education is achieved at 4 stages namely- pre- primary, Elementary, Secondary and Higher secondary education. But the secondary education plays a vital role in imparting life skills and training. Secondary education prepares the students for university and other institutions of higher education. A student cannot be progress in higher education unless they are well grounded with secondary education. Maximum learning outcome of the secondary school students is possible only when there are efforts from the students' side to learn and from teacher's side to teach. For teaching the secondary school students some kind of pre-service and in-service training is important for the teachers, so that they can acquire some skills which will help the teachers deal with the students and to teach them effectively and efficiently.

Significance of the study:

Today teaching profession has become very challenging, complex and versatile due to various reasons such as; there is explosion of knowledge and drastic changes are taking place in the content areas of all discipline- humanities, science and social science. Hence, teacher must hold broad views of their chosen subject, various teaching skills and dealing the students. The quality and extent of learner's achievement are determined firmly by teacher competent, sensitivity, dedication and teachers motivation towards teaching profession.

Effectiveness of teacher or teaching effectively matters a lot in bringing up quality secondary education. It is said that a teacher mould and shapes the behaviour and do best at the stage of primary and secondary level because it is the stage in which a child can perceive the things necessary for higher education. Effective teachers can contribute significantly in improving standard of education in the society. For recognising an effective and efficient teacher, it is essential to identify and estimate some of the major patterns of teacher characteristics underlying teacher behaviour. An adequate assessment and evaluation based study is essential to assess the effectiveness of teachers towards the achievements of students and also for self-improvement of the teachers. Hence, the present study was undertaken and it is an attempt to find out the teaching effectiveness of secondary school teachers of Tawang district, Arunachal Pradesh. Despite of many studies on teacher related areas, till now no research has been conducted on Teaching

Effectiveness in Tawang district. The findings of the study will be helpful for the state government, principals, parents to know the quality of teaching in schools, how effectively a teacher is working towards his/her teaching profession. And it will also overcome the research gap in this area.

Objective of the study:

- 1) To study the teaching effectiveness of secondary school teachers of Tawang district of Arunachal Pradesh.

Hypotheses of the study:

In view of the above objective, following hypotheses have been formulated:

- 1) There is no significant difference in teaching effectiveness of male and female secondary school teachers of Tawang district.
- 2) There is no significant difference in teaching effectiveness of trained and un-trained male secondary school teachers of Tawang district.
- 3) There is no significant difference in teaching effectiveness of trained and un-trained female secondary school teachers of Tawang district.

METHODOLOGY:

Method of the study:

In the light of the nature of the study, the Descriptive cum Survey method of educational research is adopted for the completion of present study.

Population:

Population of the study covers all the secondary school teachers of Tawang district.

Sample:

For the present study, a sample of 200 secondary school teachers was selected. Out of which 100 were male teachers and 100 were female teachers.

Tools for data collection:

A Rating Scale was developed by following Likert Scale method and used to measure the teaching effectiveness of secondary school teachers of Tawang district of Arunachal Pradesh.

Statistical Analysis:

Mean, Standard Deviation (SD) and t-test was used to analyse the data.

FINDINGS:

In order to measure the teaching effectiveness of secondary school teachers of Tawang district of Arunachal Pradesh, rating scale was administered on selected sample teachers and t-value was computed. The detail analysis is given as per hypothesis.

Hypothesis 1 There is no significant difference in teaching effectiveness of male and female secondary school teachers of Tawang district.

Table No.1: showing mean scores, standard deviation and t-value of male and female secondary school teachers of Tawang district relating to teaching effectiveness.

Dimension	Category	N	Mean	SD	SE _D	t- value
Teaching Effectiveness	Male	100	108.8	11.27	1.66	2.12 Significant at 0.05 level
	Female	100	112.8	12.20		

The result in table No.1 Shows significant difference in teaching effectiveness of male and female secondary school teachers of Tawang district, since the obtained value of t is 2.12 which is greater than the critical t- value 1.96 (at 0.05 level of significant). Hence, the hypothesis 1 is rejected.

Hypothesis 2 There is no significant difference in teaching effectiveness of trained and un-trained male secondary school teachers of Tawang district.

Table No.2: showing Mean scores, standard deviation and t-value of trained and un-trained male secondary school teachers of Tawang district relating to teaching effectiveness.

Category	N	Mean	SD	SE _D	t-value
Trained male	50	109.9	10.63	2.57	0.27 Not significant at 0.05 level
Un-trained male	50	110.6	11		

The second hypothesis which state that there is no significant difference in teaching effectiveness of trained and un-trained male secondary school teachers of Tawang district, is accepted as the obtained value of t is 0.27, which is lesser than the critical t- value 1.98 (at 0.05 level of significant). And we can interpret that the teaching effectiveness is same among the trained and untrained secondary school teachers of Tawang district.

Hypothesis 3 There is no significant difference in teaching effectiveness of trained and un-trained female secondary school teachers of Tawang district.

Table No.3 showing Mean scores, standard deviation and t – value of trained and un-trained female secondary school teachers of Tawang district relating to teaching effectiveness.

Category	N	Mean	SD	SE _D	t- value
Trained female	50	111.3	12.73	2.42	1.24 Not significant at 0.05 level
Un-trained female	50	108.3	11.44		

The result in Table No.3: shows that the obtained t–value 1.24 is less than the critical t – value 1.98 (at 0.05 level of significant.) Hence, the hypothesis of the study- there is no significant difference in the teaching effectiveness of trained and un-trained female secondary school teachers of Tawang district is accepted.

CONCLUSION:

From the findings of the study it is revealed that there is a significant difference in the teaching effectiveness of male and female teachers. Female teacher's teaching is more effective than male secondary school teachers of Tawang district. The finding also reveals that there is no significant difference in teaching effectiveness of trained and untrained male and trained and untrained female secondary school teachers of Tawang district. Both trained and untrained (male and female) teaching effectiveness is revealed high. These findings may be because of the dedication and sincerity of the secondary school teachers toward their teaching profession. Therefore, we can conclude that the realisation of the dream of society to a great extent depends upon the quality of teachers appointed in the educational institutions. Quality of teachers in turn, depends on the general and professional training received by the teacher before entering the actual teaching profession and extent of love and dedication towards their chosen field.

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